



Continuous School Improvement Plan (CSIP)

Eckstein Middle School
2016 - 2018

Principal
Treena Sterk



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Eckstein Building Leadership Team approved this plan on November 15, 2016

Mission and Vision

Mission

Eckstein Middle School, a diverse community of life long learners, will ensure the academic, social, and emotional growth and success of each student.

Vision

- Each student will be known, nurtured, and challenged.
- Each student will be given opportunities to actively engage in achieving their full potential.
- The school environment will foster creative problem solving.
- The school will provide an atmosphere to guide each student in becoming a healthy, confident, resilient, and responsible world citizen, prepared for high school and beyond.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Eckstein Middle School also utilizes

Eckstein performs baseline assessments in reading, writing and math. This data is correlated with SBA data, discipline data, attendance data and the school climate survey. Counselors also conduct a student self-reported needs assessment at the beginning of the school year.

Data indicates that Eckstein has had higher than average success toward closing the opportunity gap, but there is not consistency across grade levels and there is indication that student outcomes are single class (teacher) and intervention class dependent (Tier 2), and not a result of a systematic implementation of schoolwide interventions (Tier 1). Data on students not meeting typical growth also demonstrates a very strong correlation with absenteeism.

Eckstein Middle School provides services to students identified as Highly Capable (HC) through the Advanced Learning program. We provide services for our Advanced Learners through Spectrum specific courses in Language Arts. Our advanced math learners are placed in appropriate math courses by skill level, with the option to advance through Geometry.

Our Language Arts department uses a work shop model for all classes, allowing teachers to differentiate text and writing assignments for all students.

Student Reading/Writing Data

- 81% of Eckstein students met or exceeded proficiency on Smarter Balance Language Arts assessment for 2016.
- 39% of incoming Level 1 and Level 2 students increased skills significantly, meeting grade level standard (Level 3) in reading on state assessments after receiving school interventions (51:132 students)
- **81 students are still not reading at standard for reading after receiving school interventions.**
- Students struggle with writing structure, writing for a purpose, and citing evidence within a claim (data is teacher observations and individual classrooms assessments only)
- 64% (24 out of 35) of African American students are not proficient in Reading/LA SBA

Students in Math:

- 86% of Eckstein students met or exceeded proficiency standard on Smarter Balance Assessment (SBA) in math for 2016.

	<ul style="list-style-type: none"> • 75% of incoming math Level 1 and Level 2 students are achieving typical or high growth in math per Washington State’s Student Growth Percentile (SGP) calculation. • 25% (n=31) of Level 1 and Level 2 students did not make typical growth. • There is a strong correlation with attendance and discipline data- 70% of students not making typical growth have more than 5 absences. • 6th & 7th & 8th grade pre-assessment demonstrates that most students who are not meeting grade level standard are not fluent with fractions and mixed number operations. This is a barrier, especially to 7th grade units. • 79% (36 of 41) of African American students are not at standard despite Tier 2 & 3 interventions. (8 of 36 qualify as ELL; 9 of 36 qualify as SPED (overlap for 1 student); 23 students have intervention class.) <p>Student Climate Survey Eckstein has experienced growth in all 9 areas of student survey with strength in ‘Belonging’ and ‘Social Emotional Learning.’</p> <p>While 79% of students state that ‘My teachers ask me to explain my answers and my thinking, ‘45% of students state ‘My teachers give me new challenges if the work in class is too easy.’ This data may indicate a need to accelerate learning for students meeting or exceeding the learning target.</p>
<p>We will use research-based strategies that help targeted students.</p>	<ul style="list-style-type: none"> • Eckstein Middle School will use individual and school wide attendance strategies (positive reinforcement or natural consequences, and home visits) that will encourage student to attend school regularly. • Students identified as having multiple barriers to achievement (Levy data) will have a teacher mentor who will support development of self-advocacy and the development of student skills such as attending school regularly, completing homework, and attending after school academic supports. • Academic Intervention Specialist (Deneen Evans) will coordinate after school support with teachers three days a week with small group support and teaching provided to students by classroom teachers in specific content areas. • Continued staff professional development with a focus on alignment of curriculum and teaching strategies including differentiation, technology use and strategy groupings. • Teachers participate in Professional Learning Communities (PLCs) to align practices, strategies and support.

	<ul style="list-style-type: none"> • Teachers participate in Career-Ladder Teacher initiated staff Learning Walk Program, collaborating building wide to strengthen teaching strategies in differentiation. • Administrative team engages in frequent formal and informal observations to provide feedback and coaching based on the Danielson Teaching Framework. • Academic Intervention Specialist provides weekly in school tutoring support coordinated with University of Washington. • Consistency in classroom strategies as outlined in the Eckstein Staff Manual are used throughout the school. These include teacher 'thresholding' (greeting students at the door); 5 to 1 strategies; Common Expectations around 'Eagle Code' and conduct. All expectations and language are shared and taught to students throughout the school year.
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Professional Development at Eckstein is a priority as we are a learning community. Our Professional Development calendar for the 2016-17 school year include training on the following:</p> <ul style="list-style-type: none"> - Leverage Professional Learning Communities (PLCs) with a focus on collaboration in planning, analyze student data and adjusting practices to meet individual student needs. - Trauma-based teaching; relationship building - Autism and behavior response - Core instruction (all areas, including technology, art and music) - Differentiated instruction - Suicide-prevention, including behavioral and emotional support for students in crisis
<p>Our school will increase parent/family engagement.</p>	<p>Recent outreach for parent involvement included:</p> <ul style="list-style-type: none"> - Camp Orkila for the 8th grade. - Parent volunteer opportunities school wide. - Evening events, including Bingo, Movie and Special Guest speakers which are often co-sponsored by our PTSA. - Music, plays and concerts by student groups. - All school Science Night - Student-led Conferences - Outreach dinners and special programming with office hours to Sandpoint Housing - PTSA meetings with feedback loop to Building Leadership Team through parent representative - Schoology training - Curriculum Night - Special Education Open House

	<ul style="list-style-type: none"> - Family Communication, including: Weekly school bulletin with Principal message; 48 Hour parent response communication policy; Schoology and Source communication; School website - College Bound Scholarship Sign-ups - Academic Intervention Specialist has weekly office Hours at Sandpoint Housing Development - Prevention WINS community coalition work - Offering Guiding Good Choices Parenting Class - High School and Beyond parent presentation - Student led conferences
<p>Our staff is involved in decision-making.</p>	<p>Eckstein believes in the shared decisions making model and has a comprehensive decision making matrix to ensure that there are feedback and input by all stakeholders. This includes input by community, students, Subject Matter Specialists, Grade Level Teams, Professional Learning Communities (PLCs), coordinated by the Building Leadership Team (BLT).</p>
<p>We will assist our students to meet standard.</p>	<p>Teachers deliver differentiated, relevant, skill-based lessons that encourage active student engagement, regular formative assessment of learning, and provide re-teaching opportunities for those students not meeting learning targets. In addition, teachers are encouraged to differentiate assessment methods, which allows students with varying challenges to show an accurate measure of skill acquisition. Other supports include:</p> <ul style="list-style-type: none"> - Two intervention courses (Read 180 and I Can Learn) for students needing extra support in reading and/or math. - Academic Intervention Specialist provides individual student supports, in-class coaching for teachers and students, and in school tutoring. - Grade level teams, working in Professional Learning Communities (PLCs) perform three or more coordinated formative assessments throughout the year to monitor and adjust instruction for whole class and individual students in all subject areas. This work is used to differentiate instruction and interventions for students who are not mastering skills or who have mastered standards and need further differentiation. - Teacher Professional Learning Communities coordinate intervention strategies and use ‘flexible grouping’ strategies to allow for focused teaching opportunities. - Multiple Tiers of Support System (MTSS) to quickly identify students who need in-class supports (Tier 1), out of class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodation supports. - MTSS team meets weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data and report back as to the impact of interventions already attempted and to plan next steps when needed.

	<ul style="list-style-type: none"> - At monthly Grade level meetings (House meetings) teachers share student progress and coordinate intervention strategies for students not meeting standard and/or not meeting full potential. - Eckstein partner with local universities with teacher preparation programs to bring in highly-skilled student interns for both teaching internships, as well as advanced degree students. These students work with small groups or individual students to increase instructional supports throughout all content.
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> - Eckstein is a collaborative learning community and provides professional development opportunities (with clock hours) in interest areas identified by the community, as well as individual staff members. - Eckstein provides planning time, teacher release time and teacher directed planning days to increase collaboration and strong collegial bonds.
<p>How do we support the transitions of new students and families into our school?</p>	<p>Eckstein’s outreach and support includes the following:</p> <ul style="list-style-type: none"> - Principal outreach to feeder elementary schools - Principal and counselor outreach to feeder elementary PTSA’s - 5th grade transition night - Special Education Open House - Riser meetings between building counselors and special education teachers with families - New student Ambassador Program (partnership with 8th grade leaders) - Specialized 6th grade orientation day sponsored by WEB (Where Everyone Belongs) - Summer counselor office hours for all students and families - Small Group Support for Transitions including Lunch Club, The Hub, counseling groups, open gym time, art lunch club, and mentor program.
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<ul style="list-style-type: none"> - Multiple Tiers of Support System (MTSS) to quickly identify students who need in-class supports (Tier 1), out of class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodation supports. - MTSS team meets weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data and report back as to the impact of interventions already attempted and to plan next steps when needed. - At monthly Grade level meetings (House meetings) teachers share student progress and coordinate intervention strategies for students not meeting standard and/or not meeting full potential. - Small group, subject specific tutoring is provided to students by highly qualified teachers in their subject areas after school. Students’ teachers assist students with current work in classes and also ‘pre-teach’ upcoming lessons to facilitate classroom independence and success.

	<ul style="list-style-type: none">- Two intervention courses (Read 180 and I Can Learn) for students needing extra support in reading and/or math.- Academic Intervention Specialist provides individual student supports, in-class coaching for teachers and students, and in school tutoring.- Students of Concern (SOC) list is monitored and used as resource by teachers to implement accommodations and modifications in the classroom, allowing for effective implementation and collaboration schoolwide.- 504 accommodations and procedures are well documented and implemented by counselors.- Group counseling- Children’s Hospital sponsored counselor provides group counseling including LGBTQ+ group; Alateen and also provides student and parent instruction on drugs and alcohol prevention.
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The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$ 5,135,230.00	Besides providing FTE for basic learning, paid for Fiscal Specialist, printing services for school work and communications to families; postage for the communication to families (progress reports, attendance, concerns) stipends for necessary services; provides Professional Development registration fees and substitutes; supplies for students in-need and supply needs in the classroom.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 62,164.00	Extra time and textual materials for students
2016-2017	Specific Use Funds	SPED	\$ 1,259,521.00	
2016-2017	Combined Funds	Self Help	\$ 157,939.00	Enrichment supplies for the arts, including music; supplies for technology in the classroom; workbooks for foreign language program; PE equipment; classroom supplies
2016-2017	Combined Funds	PTSA Grant		Peer mentoring/transition programs; library assistant, supplies and replacement books, technology for the Library, SpEd and Math Dept.; updating classroom libraries; science lab supplies and science instrument repairs; music accompanist for Music Dept. Readers & Writers workshop books and supplies. Art supplies and software and providing funding for an ongoing art beautification project.
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 68,409.00	Counseling negotiated extra days and .2 FTE for a counselor; nursing substitutes; .2 FTE for and XG-Generalist
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 99,639.00	Read 180 improvement classes; Math Improvement classes for each grade level; Academic Enrichment Program (AEP) during the school day as well as an AEP after school program provided by staff

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

<p><i>Some students identified as Level 1 or Level 2 for interventions in reading are not making typical growth toward standard and/or accelerating to meet standard.</i></p> <p>Student Reading/Writing Data</p> <ul style="list-style-type: none"> • 39% of incoming Level 1 and Level 2 students met standard (Level 3) in reading on state assessments after receiving school interventions (51:132 students) • 81 students are still not reading at standard for reading after receiving school interventions. • Classroom Formative Assessments indicate that more than 60% of students struggle with writing structure, writing for a purpose, and citing evidence within a claim paragraph. • 64% (24 out of 35) of African American students are not proficient in Reading/LA SBA 	<ul style="list-style-type: none"> • 70% of Level 1 and Level 2 students will meet or exceed standard on the state reading assessment (SBA) • 70 % of reading and/or math Level 1 and Level 2 students will have fewer than 10 days of absences (excused + unexcused) • 80% of African American students will meet or exceed proficiency standard on the state reading assessment. • 100% of courses will have a curriculum map with identified content standards, plans to ensure that each student will succeed, and grade level literacy standards for units of study as applicable. 	<p>All Staff Administration Academic Intervention Specialist Read 180 Intervention Teacher</p>	<p>June 20, 2017</p>
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><i>Some students identified as Level 1 or Level 2 for interventions in reading are not making typical growth toward standard or accelerating to meet standard.</i></p> <p><i>Advanced Learners: There is a diversity of learning needs within the Spectrum cohort: 69 of 322 students identified as Advanced learners and having placement in Spectrum English Language Arts (ELA course met standard (3) but did not exceed standard (4) on Smarter Balance Assessment (SBA)</i></p>	<p>90% of students enrolled in Read 180 will exceed typical growth in Reading as measured by Lexile scores, measured quarterly.</p>	<p>Anna Ioannides; Jeffrey Lynch</p>	<p>June 20, 2017</p>
	<p>100% of Social Studies lessons will identify English Language Arts target, in addition to Social Studies content standards.</p>	<p>Social Studies Teachers</p>	<p>Everyday</p>
	<p>100% of students will demonstrate typical to high growth based on the James Town Assessment with measures in Fall and Spring.</p>	<p>English Language Arts Teachers</p>	<p>June 20 2017</p>
	<p>Counselors with systematically monitor attendance data, academic data, student self-referrals, staff referrals and behavior data weekly, coordinating with administration and Academic Intervention Specialist and will provide timely supports and interventions for students, ensuring that 100% of Level 1 and Level 2 students have needed supports. This is demonstrated through MTSS meeting data, student attendance and grade results.</p>	<p>Counselors</p>	<p>Everyday</p>
	<p>By June, 2017 the median raw score on the Smarter Balanced ELA literacy test for students qualified in advanced learning will increase from 2639 to 2675 or greater.</p> <p>Strategies for providing additional growth/challenge:</p> <ul style="list-style-type: none"> Regular formative assessment to provide differentiation in instruction, with Common Formative Assessments (CFAs) administered quarterly to inform instruction on mastery and need for acceleration. (ELA, Math, Science, Social Studies) 	<p>ELA, Math, Social Studies, Science teachers. Grade Level administrators and Principal</p>	<p>June 20, 2017</p>

	<ul style="list-style-type: none"> • Math: extension challenge problems for those who are quickly learning, provide extra opportunities • “Modeling-based lab instruction in Science, allowing for student directed mastery and extension. 		
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>‘45% of ‘students respond positively to the statement ‘My teachers give me new challenges if the work in class is too easy.’ This data may indicate a need to accelerate learning for 55% of students meeting or exceeding the learning target.</p> <p><i>Some students identified as Level 1 or Level 2 for interventions in reading are not making typical growth toward standard or accelerating to meet standard.</i></p>	<p>100% of teachers will provide learning extensions and differentiation in classes for students who have met or exceeded standards (Level 4) increasing academic engagement as indicated by the Student Climate Survey – increase student response from 45% favorable answer to 80% favorable answer on ‘My teachers give me new challenges if the work in class is too easy.’</p> <p>100% of grade level PLCs (professional learning communities) will identify Essential Learning Standards and administer formative assessments quarterly to assess student growth and adjust instruction to meet student needs.</p> <p>100% of staff will work to align and grow collaborative practices by participating in Professional Learning Activities, including PLCs, Building Professional Development and CLT led Learning walks.</p>	<p>All Staff</p> <p>Subject Matter Specialists, PLCs, All Certificated Teachers, All Staff</p>	<p>Ongoing</p>

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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
25% of students respond favorably to the statement, "Adults notice if someone is bullied at our school."	100% of students will understand the definition of bullying and will identify the steps to report bullying within the school.	All Staff	February 1, 2016
	100% of incidents of reported bullying will be identified, recorded, monitored.	All Staff	Ongoing. Data compiled June 20 th .
	100% of confirmed incidents of bullying will include a follow up counseling session with all parties and check in with guardians.	Counseling, Administration	Ongoing. Data compiled June 20 th .